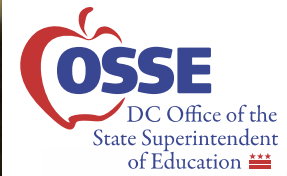


HEALTHY, ACTIVE TRANSITIONS

A PARENT'S GUIDE TO HEALTH AND
PHYSICAL EDUCATION STANDARDS



GRADES 6, 7 AND 8

District of Columbia Office of the
State Superintendent of Education

MESSAGE FROM THE STATE SUPERINTENDENT OF EDUCATION

1

September 30, 2008

Dear Parents/Guardians,

I strongly believe that the physical health and well-being of our District of Columbia students is a critical issue. In December 2007, the D.C. State Board of Education unanimously approved guidelines for health and physical education standards to be taught in District of Columbia public schools. The standards were developed using input from focus groups that included parents, civic leaders, health professionals, and educators. Research and statistical data also informed the development of the standards. These standards provide us with the opportunity to set the bar as high as it can be raised for the health and physical education of our students.

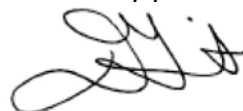
Health and physical education standards describe what your student is to know and be able to do in these areas of study. There are learning standards for Pre-Kindergarten through grade 8 and at the high school level. In order to graduate from a District of Columbia public high school, students in grades 9-12 must complete 1.5 units of health and physical education instruction.

The information contained in this guide is organized around five major themes that research has identified as impacting students in the District of Columbia. They are:

- Nutrition
- Physical Activity
- Safety
- Alcohol, Drugs, Tobacco
- HIV/AIDS

I hope that you will use the information and suggestions provided in this parent guide to help your child to become a healthy adult. Your child's school is expected to use these standards to teach your child, and I encourage you to hold the school accountable for ensuring that your child is learning about health and physical education. Participation in structured physical activity, in combination with good nutrition, is absolutely necessary to maintain good health and prevent obesity among children. Ultimately, a child's health is vital to ensuring that he or she is ready to receive an excellent education.

Sincerely yours,



Deborah A. Gist
State Superintendent of Education



STATE BOARD OF EDUCATION

Robert C. Bobb
President

Lisa Raymond
Vice President
District 3 (Wards 5 & 6)

Mary Lord
District 1 (Wards 1 & 2)

Sekou Biddle
District 2 (Wards 3 & 4)

William Lockridge
District 4 (Wards 7 & 8)

Laura McGiffert Slover
Appointed

Ted Trabue
Appointed

Christine Johnson
Student Representative

Loren A. Stevens
Student Representative

Beverley R. Wheeler
Executive Director

There is a strong and urgent need for health promotion and disease prevention among high school students in the District of Columbia. The need for early and often engagement from parents and guardians around healthy choices cannot be over-stressed. It is important that parents discuss what behaviors are risky, why behaviors are risky and help youth develop strategies to avoid and reduce risky behaviors. Adolescence is a period of self-discovery, limited testing and risk-taking. According to the 2007 Youth Risk Behavior Survey, nearly all youth undertake some forms of risky behavior.

Consider the facts:

- 39.0% reported lifetime cigarette use (“even 1 or 2 puffs”)
- 44.8% reported lifetime alcohol use (“ever had a drink”)
- 17.2% had first drink other than a few sips before age 11
- 17.9% reported lifetime marijuana use (“ever used”)
- 6.3% tried marijuana for first time before age 11
- 30.6% had sexual intercourse
- 10% had sexual intercourse first time before age 11
- Despite recent local and national decreases, the District still has among the highest teen pregnancy rates in the United States.
- The District’s HIV/AIDS rate is the worst in the nation, according to a 2007 D.C. Department of Health Epidemiology Surveillance report, an estimated one in every 100 13- to 24-year-olds has HIV or AIDS.



Sexual health problems are not the only health issues District youths face:

- In 2003, 40 percent of 10- to 17-year-olds in the District were overweight, according to the 2003 National Survey of Children’s Health.
- Ten to 15 teenagers per month seek help in the Domestic Violence Intake Center in the D.C. Superior Court every month, according to Women Empowered Against Violence (www.weaveincorp.org).
- Accidents are the leading cause of death among youth and often happen in the context of risky behavior, including physical endangerment, impaired decision-making because of drug or alcohol use, and other factors which keep an individual from prioritizing their own well-being over other pressures. Consider these facts regarding the leading causes of death among adolescents aged 15-19 (2004):
 - o 32.9% of deaths due to unintentional injury
 - o 9.3% due to homicide
 - o 8.2% due to suicide
 - o 3.5 due to malignant Neoplasms (Cancer)
 - o 1.8% due to diseases of the heart

- Deaths due to injury among adolescents aged 15-19 (2004) reveals:
 - o 24.7% from motor vehicle traffic
 - o 12.0% from firearms
 - o 4.2% by poisoning
 - o 1.6% by drowning

With all of the health issues that our young people face, it is important for middle school students to talk now about healthy decisions and behaviors—and get accurate information to make wise choices. One place that students can have these conversations and get accurate health information is in their health and physical education classes in District of Columbia public schools. In health classes, students gain knowledge and skills about nutrition and obesity; personal safety; sexual health; and alcohol, tobacco and other drugs. In physical education classes, students develop physical abilities and skills, including motor skills and movements, and discover how to stay fit.

Another place that health issues should be discussed and skills practiced is at home. Parents and family members can supplement what students learn at school by encouraging healthy choices and behaviors. This guide informs you about what your 6th, 7th or 8th grader is learning in health class and physical education class. It also provides you with tips, checklists, discussion starters, activities and resources to use at home with your child to promote a healthy lifestyle.



Nutrition

As children go through remarkable physical changes in the middle school years, their food intake becomes an important part of their growth and development. Nourishing food makes children healthier and more stable emotionally—and it improves school performance.

In 6th grade, your child will learn to:

- Understand and locate nutrition and ingredient information on a food product.
- Compare foods based on information on the label.
- Make healthy choices based on information on the food label.
- Learn what happens to foods and nutrients once they have been eaten.

Physical Activity

Physical activity is a vital part of a healthy lifestyle. Fitness starts with taking part in enjoyable physical activities and having a positive attitude.

In 6th grade, your child will learn to:

- Develop a personal fitness plan for staying healthy and fit.
- Engage in physical activity, such as throwing, catching, dribbling, volleying balls, and performing routines set to music.
- Understand such concepts as force, duration, impact and safety.
- Perform exercises to build strength, endurance and flexibility.

Safety

To stay healthy, active and fit, children need to learn and practice safety skills.

In 6th grade, your child will learn about:

- Injuries and health risks that can be caused by unsafe behaviors.



Alcohol, Tobacco & Drugs

Young people may try using alcohol and legal or illegal drugs in the middle and high school years. At this age, they need to learn how their actions today can lead to harmful effects tomorrow.

In 6th grade, your child will learn:

- Reasons why young people choose to use or not to use alcohol or drugs.
- Ways of saying no to using tobacco, alcohol, and other drugs from peers.

Sexuality, HIV & AIDS

Middle school students are at a very special point in their lives. As they become young adults, they may be curious about sexuality and relationships. Talking to your child about sexuality is good preparation for future relationships. By providing accurate information, you can help shape your child's sexual values and decision-making—and encourage your child to think clearly and make smart choices.

In 6th grade, your child will learn to:

- Understand that people have sexual feelings and need love, affection and closeness.
- Understand the benefits of abstinence, postponing sex and setting limits on sexual behavior.
- Understand the potential challenges faced by adolescent parents and their families.
- Recognize sexual feelings.
- Understand the signs and symptoms of pregnancy and the potential challenges of unplanned pregnancy.
- Understand the causes, symptoms and myths about HIV.



Nutrition

As children go through remarkable physical changes in the middle school years, their food intake becomes an important part of their growth and development. Nourishing food makes children healthier and more stable emotionally—and it improves school performance.

In 7th grade, your child will learn to:

- Understand how to read a body-mass index chart and how the results are important to overall health.
- Understand the benefits of a high-fiber diet (plenty of grains and fruit) to help prevent diseases.

Physical Activity

Physical activity is a vital part of a healthy lifestyle. Fitness starts with taking part in enjoyable physical activities and having a positive attitude.

In 7th grade, your child will learn to:

- Demonstrate body movement and management for game play, gymnastics and competitive activities.
- Develop a personal fitness plan to strengthen the heart, lungs and muscles and to improve flexibility.
- Meet and explain National Physical Fitness Guidelines.
- Measure and evaluate fitness changes using assessments.
- Explain concepts and strategies of physical fitness.



Safety

To stay healthy, active and fit, it is important for children to know and practice safety skills as they grow up.

In 7th grade, your child will learn to:

- Understand the short- and long-term effects of injuries on individuals and families.
- Reduce the chance of injuries in everyday life.

Alcohol, Tobacco & Drugs

Young people may try using alcohol and legal or illegal drugs, which is common in the middle and high school years. At this age, they need to learn how their actions today can lead to harmful effects tomorrow.

In 7th grade, your child will learn to:

- Explain how the mind and body are affected by drug addiction.
- Explain the personal cost of using, selling and possessing illegal substances.
- Describe the signs and symptoms of a drug user.
- Give details on ways family and friends can support a drug-free lifestyle.
- Explain reasons to why people abuse drugs.

Sexuality, HIV & AIDS

Talking to your kids about sexuality prepares them for future relationships and gives them accurate information. It also allows you to help shape their sexual values and decision-making, encouraging them to think clearly about sexuality.

In 7th grade, your child will learn:

- Major symptoms of sexually transmitted infections (STIs) and the dangers if they are left untreated.
- Ways to help family members and friends deal with HIV and AIDS.
- Benefits of abstinence from sex and other ways to stop the spread of diseases and improve health,
- How reproduction occurs: intercourse to contraception; pregnancy to birth.
- How STIs are transmitted and ways that they can be avoided.

Nutrition

As children go through remarkable physical changes in the middle school years, their food intake becomes an important part of their growth and development. Nourishing food makes children healthier and more stable emotionally—and it improves school performance.

In 8th grade, your child will learn to:

- Understand that food choices are linked to short- and long-term benefits and risks for nutrition related illnesses, such as heart disease, cancer, Type 2 diabetes and hypercholesterolemia.
- Understand the difference between being overweight or obese.
- Identify healthy ways to lose or gain weight.

Physical Activity

Physical activity is a vital part of a healthy lifestyle. Fitness starts with taking part in enjoyable physical activities and having a positive attitude.

In 8th grade, your child will learn to:

- Participate in moderate to vigorous physical activities at least three to four days each week, working large muscle groups to increase breathing and heart rate.
- Perform exercises to increase endurance and muscle strength.
- Perform basic stretches to increase flexibility and prevent injuries.
- Perform a rhythmic dance.
- Develop individual fitness goals, check progress on meeting goals and adjust goals regularly.



Safety

To stay healthy, active and fit, children need to learn and practice safety skills as they grow up.

In 8th grade, your child will learn to:

- Explain and show basic first-aid and safety strategies for babies and young children.
- Plan ways to keep babies and young children safe.
- Name common dangers related with teen dating violence.



Alcohol, Tobacco & Drugs

Young people may try using alcohol and legal or illegal drugs, which is common in the middle and high school years. At this age, they need to learn how their actions today can lead to harmful effects tomorrow.

In 8th grade, your child will learn to:

- Explain how injected drug use can lead to diseases such as HIV/AIDS and hepatitis.
- Explain the consequences of driving under the influence of alcohol and other drugs.
- Develop strategies to prevent drinking and driving to maintain personal, family and community health.
- Discuss how the use of alcohol and other drugs impairs decision-making, increases the risk of violence and place people at risk for sexual assault, pregnancy and sexually transmitted infections (STIs)



Sexuality, HIV & AIDS

Talking to your kids about sexuality prepares them for future relationships and gives them accurate information. It also allows you to help shape their values and decision-making, encouraging them to think clearly about sexuality.

In 8th grade, your child will learn to:

- Discuss the risks related to HIV, sexually transmitted diseases and teen pregnancy, and explain why regular check-ups are important.
- Define sexual orientation and discuss romantic and sexual attraction.
- Understand the importance of sexual abstinence and proper contraception use.

Your 6th, 7th or 8th grader is not quite a child and not quite a teenager. At this age, children are often in that awkward stage of pre-puberty and puberty. At this stage, your child may:

- Form stronger social bonds with peers.
- Think more about his or her identity.
- Spend less time with family and want more time alone.
- Want to act more “grown up.”
- Desire to “fit in” with peers.
- Become more conscious of body image.
- Act moody, and sometimes more rebellious.

This can be a rewarding and sometimes challenging time for both of you. Communications is essential—so listen and talk to your child regularly. To improve communication, try the following tips:

- Use open-ended conversation. Ask more questions about your child’s thoughts and feelings—and fewer questions that are likely to give you a “yes” or “no” response.
- Focus on the positive and work together to address the negative.
- Stress that failures are simply lessons learned, opportunities for improvement and stepping stones to success.
- Tell your child about your similar experiences.
- Give your child more responsibility. Ask for his or her ideas when you make decisions.
- Try your best to remain calm, positive and patient.

In these transition years, you may need to try new or different approaches to encourage open communications and healthy choices. In this section, you’ll find tips and information that will help you keep your child healthy and active.



Nutrition: Eat Healthy, Stay Healthy

All parents want their children to be healthy. Remember, children learn by example, so be a good role model at home: eat and serve healthy meals. Here are a few good habits for you and your family:

- Never skip meals—especially breakfast.
- Eat moderate portions at each meal.
- Try new foods.
- Limit junk food.
- Serve vegetables and fruits with meals and snacks—and vary your veggies.
- Bake or broil foods instead of frying.
- Choose whole grains and other high-fiber foods.
- Choose fat-free, 1 percent or 2 percent milk instead of whole milk.
- Drink plenty of water.



DID YOU KNOW? YOUR CHILD'S NUTRITIONAL NEEDS ARE CHANGING

You can see that your child's body is changing. But did you know that as children become teenagers, their nutritional needs also change? Your child may need more calories than usual to support growth and puberty. But not just any calories will do. Teenagers need high-nutrient calories that provide essential vitamins and minerals:

- Calcium to support bone growth.
- Protein for muscle development.
- Iron for girls, once they begin menstruation for the first time.

Typical teenagers don't get enough calcium or vegetables—and they get too much sugar, salt and fat. You can help your child make better food choices.

Physical Activity: Make It a Family Thing

All parents want their children to have a healthy lifestyle and to feel good about themselves. Promoting fitness can help! Most of us, including children, are not active enough. Now is the time to encourage children to get moving and stay active throughout their lives. Here are a few good activities that will help you and your family stay fit:

- Put on some music and dance while you do household chores.
- Take a family walk after dinner.
- Add steps to your day: Take stairs instead of the elevator and park further from your destination than usual.
- Plan a family hike through a scenic park.
- Choose gifts that get your child moving, such as a skateboard, jump rope, ball or Hula Hoop.
- Challenge your children to a basketball, volleyball, and tennis or baseball game.
- Limit “couch potato” activities, such as watching TV and playing video games.
- Create a family fitness goal sheet.



DID YOU KNOW? YOUR CHILD NEEDS 60 MINUTES OF PHYSICAL ACTIVITY A DAY

Let's face it, there are only 24 hours in a day and it's hard to make time for exercise. However, exercise is a must for your health and for your child's. In fact, your child needs 60 minutes of physical activity every day to stay fit and healthy. Here are some ways that you can use community resources to encourage a more active lifestyle for your family:

- Join a community center that offers fitness and recreational programs.
- Use the District's recreational facilities—walking paths, parks, pools and other fitness-friendly places nearby.
- Encourage your child to try out a sport or activity and join a community club or team.
- Coach or chaperone a sports team or physical activity you enjoy.
- Get your child involved in enjoyable, active community service projects.
- Partner with your child to learn a new activity, such as tennis, dancing or jogging.

Nutrition: Eat Healthy, Stay Healthy

Maintaining a healthy weight is important to prevent obesity and other health problems. Here are a few ways you and your family can keep your weight in check:

- Encourage your child to participate in regular physical activity.
- Set realistic goals for your child.
- Choose healthy and nutritious foods, including a variety of fruits and vegetables.



DID YOU KNOW? UP TO 80 PERCENT OF OBESE TEENS BECOME OBESE ADULTS

Lack of physical activity and poor nutrition among pre-teens and teens can cause obesity. Did you know that up to 80 percent of obese teens become obese adults?

Obesity contributes to serious health problems, including:

- Type-2 diabetes
- High blood pressure
- High cholesterol
- Heart disease
- Gallstones
- Joint problems
- Certain cancers

Not long ago, chronic (long-lasting) diseases like these typically occurred in adults only. Not anymore.

Remember, combining regular physical activity with a healthy diet is the key to a healthy lifestyle.

Safety: Set Rules and Make Plans

During this special time in your child's life, peer pressure may be at an all-time high. Safety remains an important concern and requires discussion. Here are some safety tips you can use to promote safe behavior:

- Insist on seatbelt use in the car. Remind your child that the back seat is still the best place to ride.
- Establish rules for the safe use of the Internet.
- Play detective. Regularly check your child's activity on the Internet.
- Work with your child to develop a disaster plan for the family. Some disasters to prepare for: fire, tornado, hurricane, wind, ice, snowstorm, and serious injury or sudden illness.
- Post the number to the Poison Control Center on or near telephones.

Alcohol, Tobacco & Drugs: Parents Make an Impact

As a parent, the things you say and do have a huge impact on the decisions your child makes—even when it comes to using alcohol, tobacco and drugs. Experimentation with these substances is not uncommon among preteens and teenagers. So, the sooner you begin to talk with your child, the better. Here are some tips to help you start the conversation:

- Ask questions about your child's exposure to alcohol, tobacco and drugs.
- Ask what he/she sees peers doing.
- Ask how he/she might handle being in a social situation where there are alcohol, tobacco or drugs present.
- Talk with your child about how you would like him/her to handle the situation.
- Help your teenager come up with options to handle difficult situations.
For example, instead of getting into a car with someone who has used drugs or alcohol, your child can say he/she feels sick and call a designated family member for a ride, opt to take a cab or call you for help.

DID YOU KNOW? THE WARNING SIGNS OF ALCOHOL AND DRUG USE

It is important for you to be familiar with the signs of potential drug and alcohol use, which may include:

- Slurred speech
- Lack of coordination
- Bloodshot eyes
- Jumpiness
- Odors of alcohol, marijuana or other drugs
- Change in personality
- Change in friends
- Change in hygiene practices
- Decline in grades

The good news is there are many things you can do to discourage your child from drinking and using drugs, and to help your child if he or she is already using them.

Sexuality, HIV & AIDS

Every day, your child is bombarded with messages about love, sex and relationships. Children are influenced by what they see and hear at home, in school, from peers and from the media. At this age, your child may be more misinformed than informed. If you haven't already talked with your child about sex, now is the time.

First, find out what your child knows (or thinks he or she knows). Then use the opportunity to praise correct information and clear up any misinformation. Getting started may be difficult. If you are very uncomfortable or unsure you can provide accurate information, start by exploring your own feelings and knowledge about sexuality. Go to the library and read books on the subject, visit a trusted Web site and/or get advice from your child's doctor. The more you know, the more comfortable and confident you will be.

It may help to start a general conversation about your child's changing body. Here are some helpful tips:

- Discuss the signs of puberty and growing up.
- Remind your child that everyone develops at different times.
- Talk about your own experiences.
- Address your child's worries about being "normal."

Once you and your child are comfortable, talk about sexual issues more specifically:

- Discuss HIV and other sexually transmitted infections (STIs).
- Discuss unintended pregnancy and your feelings about abstinence and/or birth control.

For more information, visit the Web sites listed in the Resources section on page 25.

Nutrition: How to Read a Food Label

Reading labels can help you make wise food choices. Most packaged foods in the grocery store list nutrition information on the package in a section called the Nutrition Facts.

See Nutrition Label chart on this page.

- Nutrition Facts tell you the serving size and the amount of various nutrients, such as total fat, saturated fat, cholesterol, sodium and fiber per serving.
- Nutrient content claims such as “low fat” provide a reliable description of the product.
- The list of ingredients shows the ingredients in descending order by weight.
- Some foods aren’t required to have labels, including foods in very small packages, foods prepared in the store and foods made by small manufacturers.

1. Check Serving Size

At the very top of the nutrition label sits the serving size information. A package’s serving size is extremely important, since the rest of the nutritional information on the label is based on serving size. There are two components of the serving size data:

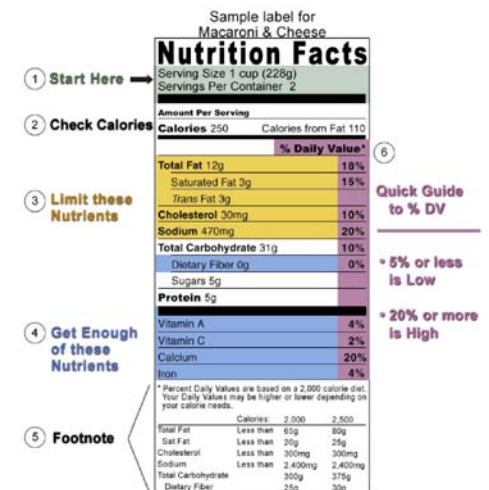
- **Serving Size** shows the amount of food that the values are based on and determines how many servings are included in the product. Be aware of how much of the food makes up one serving. If a package of macaroni and cheese states there are 200 calories per servings and 4 servings per package, and you eat the whole package, then you are consuming a total of 800 calories (200 calories x 4 servings), not simply the 200 calories per serving.
- **Serving per Container or Package** tells you how many servings are in the whole container. For example, if you are looking at the label for a bag of six cookies and the serving size is two cookies, then the total number of servings in the whole package is three.

2. Check Calories and Calories from Fat

Calories are a measurement of the energy you will receive from consuming food. The food label shows the total number of calories, and the number of calories from fat, in each serving.

GENERAL GUIDE TO CALORIES

40 Calories is low
100 Calories is moderate
400 Calories or more is high



Note: These colors will help you focus on different sections on a food label. You will not see these colors on the food labels on store products.

Source: U.S. Food and Drug Administration

3 and 4. Check Nutrients

The food label lists the most important nutrients in each serving, including total fat, saturated fat, cholesterol and sodium, because people eat too much of these. Fibers, vitamins A and C, calcium and iron are listed, because people don't eat enough of these. Other nutrients may be listed, but they are not required.

What Are Nutrients?

Nutrients are substances found in food that are needed for good health. Your body can't make nutrients, so they must be supplied by food. During digestion, food is broken down into nutrients, which are absorbed into your bloodstream and carried to every cell in your body. More than 40 nutrients in food are classified into six groups: carbohydrates, fats, proteins, vitamins, minerals and water. Each nutrient has a specific function and they all work together for your good health.

- **Carbohydrates** are the body's main source of energy or calories. Carbohydrates are classified in two groups: complex carbohydrates (starches) and sugars. Fiber, which is another carbohydrate, aids digestion and helps fight some diseases but is not a nutrient because it is not digested and absorbed by the body.
- **Protein** supplies energy and amino acids. Amino acids are building blocks that build, repair, and maintain every cell in your body.
- **Fats** also supply energy but they have many other functions. Fats transport nutrients and they are a part of many body cells. Fats provide storage and insulation for your body. Carbohydrates and proteins that are not needed for energy are stored as fat.
- **Vitamins** trigger many different body processes. These compounds are needed in very small amounts in the diet to regulate chemical reactions in the body. Each vitamin has a specific job in your body, so one vitamin can't replace another. Vitamins do not provide energy but they help our bodies use the energy from foods.
- **Minerals** are like vitamins and are used in the body to promote chemical reactions and form body structures.
- **Water** is a part of every cell and tissue in the body. Water carries nutrients to cells and removes wastes products. Water is also needed to help regulate body temperature. Water makes up 55 to 75 percent of your body weight.



5. Check the Footnote

The footnote tells you the recommended Daily Values (DV's) of important nutrients for 2,000- and 2,500- calorie diets.

6. Choose Foods that Help You Get Enough Nutrients

The list of nutrients and percentage Daily Value of nutrients gives you important information for choosing healthy foods. Choose foods with low percentages of nutrients most people eat too much of, including fat, cholesterol and sodium, and high percentages of nutrients most people should eat more of, including vitamins and minerals. Plan your family meals by:

- Limiting the nutrients shown in yellow,
- Getting enough of the nutrients shown in blue; and
- Checking the recommended daily values shown in purple.

TRY THIS: READING FOOD LABELS

Try This: Reading Food Labels
Check out a food label with your child at home or at the store. Ask your child to answer these questions:

- How many servings are in this product? What is the serving size?
- How many calories per serving are in this product?
- How much fat does one serving contain? What kinds of fat?
- How much sugar does one serving contain? What kinds of sugar?
- What percentage of the daily value of carbohydrates does one serving contain?
- What about calcium, vitamins, iron and whole grains?
- Is this a healthy food choice? Why or why not?

TRY THIS: A HOME FIRE SAFETY CHECKLIST

Score a fire safety home run—do a home fire safety inspection! Striking out fire in your home requires a little homework. Take about 20 minutes to inspect your home. As you go from room to room, answer the questions below. For each question you answer “yes” to, give yourself a point. When you’re finished, add up the points to find out your score. Ask your child to help you complete this checklist!

First Base—Cooking Safety

- ☐ Yes ☐ No Does a grownup always stay in the kitchen when food is cooking on the stove?
- ☐ Yes ☐ No Are stove tops and counters clean and uncluttered?
- ☐ Yes ☐ No Are there pot holders within easy reach of the stove?
- ☐ Yes ☐ No Are pot handles turned inward so they can’t be bumped?
- ☐ Yes ☐ No Are curtains and other things that can burn well away from the stove?
- ☐ Yes ☐ No Is there a “kid-free” zone of three feet (one meter) around the stove when grownups are cooking?

Second Base—Heating Safety

- ☐ Yes ☐ No Are portable space heaters always turned off when adults leave the room or go to sleep?
- ☐ Yes ☐ No If space heaters are used in your home, are they at least three feet (one meter) away from anything else that can burn, including people, furniture, and pets?
- ☐ Yes ☐ No Does your fireplace have a sturdy screen to catch sparks?
- ☐ Yes ☐ No Has your chimney been inspected and cleaned during the past year?
- ☐ Yes ☐ No Has your furnace been serviced by a professional in the past year?
- ☐ Yes ☐ No Are propane tanks and other fuels stored outside your home?

Third Base—Electrical Safety

- ☐ Yes ☐ No Are extension cords used safely? (Are they not under carpets or across doorways?)
- ☐ Yes ☐ No Are electrical cords in good condition, without cracks or frayed areas?
(A grownup should unplug lamps and appliances before inspecting the cords.)
- ☐ Yes ☐ No Are kitchen appliances—such as the coffee maker, toaster oven and microwave—plugged into separate outlets?

Home Plate—Smoke Alarms/ Home Fire Escape

- ☐ Yes ☐ No Does your home have smoke alarms on every level, including the basement, and outside each sleeping area?
☐ Yes ☐ No Are the batteries working in all your smoke alarms? (A grownup should help by pushing the test button to find out.)
☐ Yes ☐ No Are all the exits in your home clear of furniture, toys, and clutter?
☐ Yes ☐ No Does your family have a home fire escape plan that includes two exits, usually a door and a window, from each room?
☐ Yes ☐ No Has your family picked a safe place to meet outside after you exit your home?
☐ Yes ☐ No Have you and your family practiced a home fire drill within the last six months? (Why not do one tonight?)
☐ Yes ☐ No Do you know the fire department's emergency phone number (which should be called from a neighbor's or nearby phone once you get outside)?

What's Your Fire Safety Batting Average?

- If you answered "yes" to all of the checklist questions above, congratulations! You scored a fire safety home run!
- If you answered "yes" to 15 to 20 questions, you've made it to third base. Just make a few adjustments, and you'll easily hit a fire safety home run.
- If you answered "yes" to 10 to 14 questions, you've hit a double. You're going in the right direction, but you've got some work to do before you get to home plate.
- If you answered "yes" to fewer than 10 questions, you've reached first base, but you need to make many changes around your home in order to reach home plate.
- For all questions to which you answered "no," make sure your family takes the steps needed to make them a "yes" so you can all score a fire safety home run!

1. Myth: “I haven’t been exposed to STIs because we haven’t gone all the way. We usually only kiss and touch each other—well, we did have oral sex, but only once.”

Fact: There are four ways to transmit STIs:

- Vaginal intercourse
- Anal intercourse
- Genital “rubbing”—genital-to-genital contact
- Oral sex

Don’t deceive yourself just because you’ve only had one or a few sexual experiences. Being sexually active even once puts you at risk for STIs, and having vaginal intercourse once puts you at risk for unplanned pregnancy.

2. Myth: “I’m protected from STIs because I take the Pill.”

Fact: This myth is probably one of the most common and dangerous misconceptions about STIs. While taking the Pill decreases your risk of unplanned pregnancy drastically when taken as directed, oral contraceptives and other birth control methods never offer protection from STIs.

- Tip: Even if you are taking the Pill or using another contraceptive method, you need to know that your risk of catching STIs can only be reduced through consistent and proper use of either male or female condoms, never both types, during every sexual encounter.

3. Myth: “My boyfriend has herpes, but we never have sex when he has outbreaks of herpes and sores or blisters are visible. We are always careful, so I’m sure I won’t get infected with the herpes virus.”

Fact: Just because visible signs of genital herpes are not clearly present when you engage in sex with someone infected with herpes does not mean the virus is not present and in the earliest stage of herpes outbreak. In fact, genital herpes is transmittable for several days prior to the appearance of herpes sores or blisters. While using condoms does offer almost certain protection against most STIs, the herpes virus is often present on areas of the male or female genitalia not covered by a condom, which increases your risk of getting genital herpes through skin-to-skin contact. If your partner has a history of herpes outbreaks, take care of yourself and be sure your partner is seeing a physician regularly and taking any prescribed medications. Also, make sure that (s)he learns to become more aware of the symptoms that often occur at the start of each herpes outbreak.

4. Myth: “I had an STI and took most of the medicine the doctor gave me, so I didn’t go back for my follow-up appointment because my prescription got rid of the STI.”

Fact: The number-one rule for anyone diagnosed with any type of STI is to take all your medication as prescribed, as well as to follow all other instructions (including follow-up appointments) as directed by your health care professional. Not finishing all of your medication exactly as prescribed may mean the STI is still present—regardless of whether or not you have any signs or symptoms. The only way to know if the STI is no longer present is to follow up with your doctor for retesting and examination. Previously diagnosed STI patients also should be sure to always use condoms to protect themselves from potentially fatal STIs.

5. Myth: “I don’t have any of the signs or symptoms of STIs, so I can’t be infected.”

Fact: It is not uncommon for women, in particular, to have an STI without experiencing any of the common signs or symptoms. The symptoms of STDs are often confused with other conditions, which results in a misdiagnosis and delay in proper treatment.

6. Myth: “I have a vaginal discharge and am a little itchy. I don’t need to see a doctor when I can just buy one of those vaginal yeast infection products that are sold at my pharmacy or grocery store.”

Fact: Not all vaginal infections are yeast infections. You should never buy a product for self-treating a vaginal yeast infection, unless a doctor has previously diagnosed yeast infection, and you’re confident that this is the exact same infection. Although you may think that vaginal yeast infections are the most common cause of vaginal discharge, many STIs cause discharges, and actually the most common cause of vaginal discharge is actually bacterial vaginosis.

7. Myth: “I think I might have some type of STI. But I’m not too worried, after all I just need to get a prescription and it will be gone.”

Fact: This casual attitude toward STIs is likely one reason that the rate of STIs continues to increase. Simply taking a pill will not cure all types of STIs. A virus is the cause of several STIs. Antibiotic treatments only cure STIs caused by bacteria. Viral STIs are lifelong diseases and you must constantly remain aware of their continual presence. STIs caused by viruses include HIV, the virus that causes AIDS; the human papilloma virus or HPV, genital herpes; and cytomegalovirus, a virus often called CMV.

8. Myth: “I’ve only been sexually active with one person, so I don’t have to worry about STIs.”

Fact: That is great, but how many other people did your partner have sex with before you? Even if (s)he says you’re his/her first, it is impossible to be sure that you’re getting the full truth. Always worry about STIs. The only 100- percent protection from STIs is sexual abstinence. Condoms provide a significant amount of protection against STIs, but things can sometimes go wrong and the possibility of getting STIs is always there.

You can help your child make good decisions about health, physical activity, safety, substance use and sexuality. Make the most of teachable moments by using this six-step process for making decisions and setting goals:

1. **State the situation.** Ask your child questions, such as, “Why is there a decision to make? Why are you in this situation? Who is involved?”
2. **List the options.** “What ways to you have to deal with the situation?”
3. **Weigh the possible outcomes.** “What could be the positive and negative results each option?”
4. **Consider your values.** “What are the beliefs and ideas that are important to you and your family that could help in this situation?”
5. **Make a decision and act.** “Are you using everything you know at this point to make your decision?”
6. **Evaluate your decision.** “Did you make the right decision or would you act differently now?”



Health

Community Resources

Children's Hospital

111 Michigan Ave., NW
Washington, D.C 20010
(202) 476-5000
www.childrensnational.org

District of Columbia Department of Health

825 North Capitol Street NE
Washington, DC 20002
(202) 671-5000
www.doh.dc.gov

District of Columbia Department of Mental Health

77 P Street, N.E., 4th Floor
Washington, D.C. 20002
Mental Health Access Hotline
1-888-793-4357

Latin American Youth Center (LAYC)

1419 Columbia Road, NW
Washington, DC 20009
(202) 319-2225
www.layc-dc.org

Women, Infant, Children (WIC)

Nutrition Programs Administration
WIC State Agency
2100 Martin Luther King Jr. Avenue, SE
Suite 409
Washington, DC 20020
(202) 645-5663
(202) 645-0516 Fax
(800) 345-1WIC Appointments
<http://app.doh.dc.gov/services/wic/index.shtm>

Online Resources

- <http://www.brainpop.com/health/>
- <http://www.coolnurse.com/>
- <http://www.nih.gov>
- <http://www.realtalkdc.org/resources.php>
- <http://www.teengrowth.com>
- http://www.youngwomenshealth.org/my_fitness_plan.html
- www.kff.org
- www.teenshealth.org
- www.mayoclinic.com

Sexual Health Community Resources

DC Campaign to Prevent Teen Pregnancy

1112 Eleventh Street, NW, Suite 100
Washington, DC 20001
<http://www.dccampaign.org>

District of Columbia Department of Health Sexually Transmitted Diseases (STD) Control Program

Southeast STD Clinic
DC General Hospital Campus
19th and Massachusetts Avenue, SE
Building 8
Washington, DC 20003
Phone (202) 698-4050
<http://www.dchealth.dc.gov/doh/site/default.asp>

Metro TeenAIDS

651 Pennsylvania Avenue, SE
Washington, DC 20003
(202) 543-9355
www.metroteenaids.org

Ophelia Egypt Health Center

3937A Minnesota Avenue, NE
Washington, DC 20019
(202) 388-4770, Appointments
www.ppmw.org

Planned Parenthood of Metropolitan Washington Schumacher Health Center

1108 16th Street, NW
Washington, DC 20036
(202) 347-8512, Appointments
www.ppmw.org

Whitman-Walker Clinic

1407 S Street, NW
Washington, DC 20009
(202) 797-3500
(202) 797-4444 (Crisis Intervention)
www.wwc.org

Online Resources

- http://kidshealth.org/teen/sexual_health/
- http://www.bbc.co.uk/worldservice/sci_tech/features/health/sexwise/the_journey_starts.shtml
- <http://www.mysistahs.org/>
- <http://www.nlm.nih.gov/>
- <http://www.realtalkdc.org/resources.php>
- <http://www.scarleteen.com/>
- <http://www.sexetc.org/>
- <http://www.smyal.org/>
- <http://www.svgbc.com/svgsyoungeaders2002/BlankPage1.htm>
- <http://womenshealth.about.com/od/stds/a/stdmythsfacts.htm>
- medlineplus/teensexualhealth.html
- www.ashastd.org
- www.teenpregnancy.org
- www.siecus.org
- www.sexedlibrary.org

Safety

Community Resources

Break the Cycle

P.O. Box 21034
Washington, DC 20009
(202) 824-0707
www.breakthecycle.org
www.thesafespace.org

District of Columbia Fire and Emergency Medical Services

1923 Vermont Avenue NW
Suite 201
Washington, DC 20001
(202) 673-3331
IN CASE OF EMERGENCY CALL 911
www.fems.dc.gov

District of Columbia Metropolitan Police Department

300 Indiana Avenue, NW
Washington, DC 20001
(202) 727-4218
IN CASE OF EMERGENCY CALL 911
www.mpd.dc.gov

District of Columbia Rape Crisis Center

P.O. Box 34125
Washington, DC 20043
Business: 202-232-0789
Hotline: 202-333-7273
www.dcrcc.org

Online Resources

- <http://www.cdc.gov/ncipc/pubres/datingabusefactsheet.pdf>
- http://www.chsd.org/documents/safety/emergency_form.pdf
- <http://www.cpsc.gov/cpscpub/pubs/556.html#detectors>
- http://kidshealth.org/teen/safety/safebasics/internet_safety.html
- <http://life.familyeducation.com/teen/safety/34464.html>
- <http://loveisrespect.org/>
- http://www.dps.iastate.edu/wordpress/?page_id=121
- <http://www.extension.iastate.edu/Publications/PM1621.pdf>
- http://www.kidshealth.org/parent/firstaid_safe/home/household_checklist.html
- <http://www.nfpa.org/Sparky/PDF/SparkyChecklist.pdf>
- www.endabuse.org
- www.homesafetycouncil.org
- www.ndvh.org
- www.redcross.org

Nutrition and Fitness

Community Resources

District of Columbia Department of Parks and Recreation

3149 16th Street, NW
Washington, DC 20010
(202) 673-7647
www.dpr.dc.gov

The Physicians Committee for Responsible Medicine

5100 Wisconsin Ave., NW, Suite 400
Washington, DC 20016
202-686-2210
www.KidsGetHealthy.org

Capital Community News, Inc.

224 7th Street, SE, Suite 300
Washington, DC 20003
202-543-8300
www.capitalcommunitynews.com

Online Resources

Nutrition

- <http://www.cdc.gov/nchs/data/hus/07.pdf#075>
- www.educationcenter.dc.gov/ec/cwp/view,a,1306,q,581255.asp

The Food Pyramid

- http://www.nal.usda.gov/foodstamp/Library/click_dietary_pyramid.html#pyramid_staff
- <http://www.mypyramid.gov/downloads/MiniPoster.pdf>
- http://www.mypyramid.gov/downloads/MyPyramid_Anatomy.pdf
- http://www.mypyramid.gov/downloads/MyPyramid_Calorie_Levels.pdf
- http://www.mypyramid.gov/downloads/MyPyramid_Food_Intake_Patterns.pdf
- http://www.mypyramid.gov/professionals/results_downld.html

Reading Food Labels

- <http://www.agr.state.nc.us/cyber/kidswrld/nutrition/Labels.htm>
- <http://www.cfsan.fda.gov/~dms/foodlab.html#twoparts>
- <http://depts.washington.edu/hhpccweb/article-detail.php?ArticleID=407&ClinicID=1>

What to Look for (Appendix B)

http://www.nhlbi.nih.gov/guidelines/obesity/prctgd_b.pdf

Lower Calorie, Lower Fat Alternatives (Appendix C)

http://www.nhlbi.nih.gov/guidelines/obesity/prctgd_b.pdf

Sample Reduced Calorie Menus (Appendix D)

http://www.nhlbi.nih.gov/guidelines/obesity/prctgd_b.pdf

Food Exchange List (Appendix E)

http://www.nhlbi.nih.gov/guidelines/obesity/prctgd_b.pdf

Shopping for Health

<http://www.umass.edu/nibble/infolis3.html>

Shopping for Health Quiz

<http://www.umass.edu/nibble/quizzes/pricquiz.htm>

International Food and Information Council

<http://ific.org/>

Medline Plus provides health and nutrition information from the U.S. National Library of Medicine and the National Institutes of Health.

<http://www.nlm.nih.gov/medlineplus/childnutrition.html>

Physical Fitness

America on the Move is a national movement that encourages everyone to take steps toward a healthier life.

<http://aom.americaonthemove.org/site/c.krLXJ3PJKuG/b.1524889/>

American Council on Exercise (ACE) is a non-profit fitness certification and education provider. The Web site contains a wealth of information along with downloadable “Fit Facts” to promote physical activity in any setting. <http://www.acefitness.org/>

Bam! Body and Mind for kids features a physical activity section, which includes free activity cards explaining a variety of sports and games.

<http://www.bam.gov/>

California Center for Physical Activity creates opportunities for everyday activity by connecting partners to active living resources and helping develop more walkable and bikeable communities. (Downloadable resources available).

<http://www.caphysicalactivity.org/>

California Governor’s Challenge of Physical Fitness and Sports provides resources and information on physical activity.

<http://www.caphysicalactivity.org/>

The CANFIT (California Adolescent Nutrition and Fitness Program) mission is to engage communities and build their capacity to improve the nutrition and physical activity status of low-income African American, American Indian, Latino, Asian American, and Pacific Islander youths, ages 10 to 14. Free nutrition and physical activity resources are downloadable.

<http://www.canfit.org/>

Get Up and Do Something offers hundreds of tips on building healthy bodies and minds.

<http://www.getupanddosomething.org/>

ESPN Play Your Way is a youth fitness initiative that empowers kids ages 7 to 12 to get fit and remain physically active. Play Your Way encourages youths to develop games that can be played with traditional and nontraditional materials, and in a wide range of settings. This site features kid-created games and innovative low-cost equipment ideas. Anyone can download all the tools necessary to create their own Play Your Way club.
<http://disney.go.com/playyourway/index.html>

Family Education Teen Fitness focuses on helping teens stay fit.
<http://life.familyeducation.com/teen/fitness/34463.html>

The **Live It! Program** provides fun ideas and activities to help students get moving, while enlightening them on the benefits of a healthy and active lifestyle.
www.liveitprogram.com

PE Central has an extensive database of physical activity lessons and games, searchable by age group and type of activity.
<http://www.pecentral.org/>

The **President's Challenge** provides programs, tools and activity logs for people of all ages to live an active lifestyle.
<http://www.presidentschallenge.org/>

The **National Park Service** District of Columbia site provides information on activities in national parks.
<http://www.nps.gov/state/dc/>

San Diego County Office of Education After School Physical Activity has a wealth of free physical activity ideas specifically for after school programs.
<http://www.afterschoolpa.com/base.html>

SPARK (Sports, Play and Active Recreation for Kids) has curricula for all ages.
<http://www.sparkpe.org/>

Sports4Kids provides opportunities to enhance the health and well-being of youth and communities. The resource section of this Web site has downloadable physical activity curricula, games and activities.
<http://www.sports4kids.org/>

VERB-Youth Media Campaign includes resources, information and downloadable information to make regular physical activity “cool” and fun for 9- to 13-year-olds. This Web site includes parent sites as well.
<http://www.cdc.gov/youthcampaign/index.htm>

Places to meet (if family becomes separated):

- _____
- _____
- _____

Friend or relative who can relay messages to other family members:

Name: _____

Address: _____ Phone: _____

Utilities locations:

Gas shutoff valve: _____

Water shutoff valve: _____

Main electrical box: _____

Emergency supplies (type and location): _____

Family & medical information:

Father's workplace _____ Mother's workplace _____

Work phone _____ Work phone _____

Cell phone/pager _____ Cell phone/pager _____

Children's schools & phone numbers _____

Doctor's name _____ Doctor's phone _____

Nearest emergency room _____ Nearest hospital _____

Other important numbers and addresses:

EMERGENCY CONTACT INFORMATION

Name	Phone	Alternate Phone
Local contact:		
Out-of-state contact:		
Next of kin/relationship:		
Work contact:		
Physician name:		
Neighbor or landlord/homeowner association contact:		
Other emergency contact:		
Police/ambulance:	911	
Fire department:	911	
Gas company:		
Electric company:		
Water company:		
Poison control center:		

This guide was developed in collaboration with the Mid-Atlantic Comprehensive Center (MACC) at The George Washington University Center for Equity and Excellence in Education. Educators representing the District of Columbia Public Schools and Charter Schools and parents contributed to this guide. Many thanks to these members of the Writing Committee and Parent Focus Group:

Writing Committee

Maia Banks-Scheek
Building Educational Alternatives Together for
Health (B.E.A.T. for Health)

Rebecca C. Bradshaw-Smith
Teacher
Anacostia Senior High School

Darshon Brown
Teacher
Friendship Public Charter School

Dianne Harris
Director of Health Services
Friendship Public Charter School

Heather Holaday
Program Specialist for Health and Physical
Education
District of Columbia Public Schools

Sara Martin
Teacher
Cesar Chavez Public Charter School

Parent Focus Group

Healthy, Active Beginnings:
A Parent's Guide to Health and Physical Education
Standards Pre-Kindergarten through Grade 5
Tylila Bradshaw
Friendship Public Charter School

Ronald Cook
Tyler Elementary School

Healthy, Active Transitions:
A Parent's Guide to Health and Physical
Education Standards
Grades 6, 7 and 8
Jennifer Galloway
Raymond Elementary School

Healthy, Active Adolescence:
A Parent's Guide to Health and Physical
Education Standards
Grades 9 through 12
Michelle Coley
Archdiocese High School

Karen Willis-Henry
Cardozo Senior High School

Mid-Atlantic Comprehensive Center (MACC)

Janet Brown
Senior Research Associate

Emily Crandall
Senior Research Scientist

Maria Helena Malagon
Senior Research Associate

Marjorie Rosenberg
Senior Research Associate

Editor
Martha Vockley
Vockley•Lang

District of Columbia

Office of the State Superintendent of Education

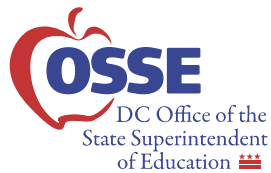
Kimberly A. Statham, Ph.D.
Deputy State Superintendent of Education
Division of Education Excellence

Shanika L. Hope, Ph.D.
Assistant Superintendent, Elementary and
Secondary Education
Division of Education Excellence

Gloria L. Benjamin
Director of Curriculum and Instruction
Division of Education Excellence

Dawanna James-Holly, Ph.D.
Public Health Nutritionist
Department of Nutrition Services

Maria Ibañez
Director of Communications &
Community Outreach



Robert C. Bobb, President, State Board of Education

Deborah A. Gist, State Superintendent of Education

Office of the State Superintendent of Education

441 4th Street, NW – Suite 350N

Washington, DC 20001

Tel: 202-727-6436

www.osse.dc.gov

The Office of the State Superintendent of Education is an Equal Opportunity Employer